TWO YEARS OF PROGRESS
IN
EDUCATIONAL TELEVISION

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Prepared by

JOINT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, NW, Washington 6, D. C.

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INTRODUCTION

The Sixth Report and Order of the Federal Communications Commission became effective on June 2, 1952. In that historic decision, 242 television channels were reserved for education. Since that time educators have requested and the Commission has assigned and reserved ten additional channels, making a total of 252.* It is the purpose of this report to give the Federal Communications Commission account of the general progress made in the development of plans to use these channels since the Report and Order became effective a little more than two years ago.

In the interest of brevity, only the highlights of progress are covered. However, the Joint Committee on Educational Television will be glad to supply more detailed information regarding developments over the country should the Commission so desire.

It was in April of 1952 that educators and others from all parts of the nation met at Pennsylvania State College for the Educational Television Programs Institute, sponsored by the American Council on Education. At that time the Commission had just announced that the television channels had been reserved for education. As Dr. Milton Eisenhower pointed out in his welcoming address at the Institute, the Commission's action offered "a grand new opportunity at all levels of education from elementary schools to adult instruction."

Only a few months later the then Governor Warren of California, speaking to more than 2000 citizens assembled at his invitation at the State Capitol to consider the educational role of television, reaffirmed the challenge in these striking words:

> "By participating in the conference, you have accepted a significant responsibility. Science has placed at the disposal of the people a device the educational potentialities of which appear to be tremendous. It may be that we are coming to grips with the richest opportunity in history to make available to every person all the cultural resources that have been painstakingly formed and assembled throughout the centuries. If such is the case, then the manner in which our generation uses such an opportunity--for ourselves and for those who will follow us--can be a measure of whether we are worthy of being the spiritual heirs of Jefferson, who regarded education as 'the resource most to be relied upon for ameliorating the condition, promoting the virtue, and advancing the happiness of man'."

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*The historical and evidential basis for all reservations is discussed in Exhibit 1.

PROBLEMS ANTICIPATED

The educational world, while inspired by the opportunities, were aware of some real problems to be overcome before the dream of educational television could be realized. As the Commission pointed out in its Report and Order, "the actual process of formulating plans and of enacting necessary legislation" and "making adequate financing available" is one which requires more time and involves more hurdles for educational organizations than for commercial interests.

As Dr. Arthur S. Adams, President of the American Council on Education has pointed out, educators anticipated three major problems:

1. Making the public aware of the educational values involved
2. Getting money to build and operate educational TV stations
3. Developing talent and programs

Despite the rugged terrain which loomed ahead, educators came to grips with these problems and came out of that conference determined to reach their goals. Two years and a half have passed. To say that these problems have been fully met would not be accurate reporting. In fact there have been and still are some real obstacles to overcome. Despite the tremendous amount of informational work done on local, state and national levels there is still some unawareness of the vast public benefits to be derived from the use of these reserved channels, especially on the part of groups not directly concerned with the problems of education. While the educational world itself generally understands the importance of these channels, in some areas and communities educators have not been able to move as rapidly to use them as they would like because of other pressing problems such as the need for new school buildings. In numerous communities, especially the small ones, money problems therefore are real and difficult and it will take more time to finance stations. Also much more study and experimental work must be done before the great potential of talent and other program resources for television in the educational world are fully discovered and effectively utilized.

PROBLEMS VIEWED IN PROPER PERSPECTIVE

Despite these problems and a few apparent setbacks here and there, the educational television picture as a whole is definitely good. Problems are being met and substantial progress can be reported. We shall take a quick look at the overall picture but if it is to be viewed in proper perspective and progress correctly evaluated certain features of the Commission's Allocation Table should be kept in mind. As was pointed out in the Sixth Report and Order, by adopting the table of fixed assignments, the Commission hoped to achieve for all the people of the United States the most fair, efficient and equitable system of television. One of the compelling considerations for adopting the fixed table was to make sure that small communities and educational institutions would have time to make

plans for stations. As the Commission stated,

> "...experience has shown that many of the communities which cannot now support television stations but would eventually be able to do so, will in the absence of a fixed reservation of channels for their use, find that available frequencies have been preempted. The same is true with respect to the establishment of any significant number of non-commercial educational stations."

In this connection, it is important to note that of the 252 channels reserved for education, almost 2/3 are in communities with population less than 200,000. A considerable number of these are in communities having population less than 50,000.

It should also be kept in mind that of the 252 educational channels reserved for education 168 are UHF. As the Commission well knows, there is genuine concern in many communities as to the outlook for UHF and this has militated in no small way against the development of educational television in these communities.

These same factors have affected the progress of commercial as well as educational television. Of the 1809 commercial channels, 539 are VHF and 1270 are UHF. As of this date there are 263 of the VHF ones and 119 of the UHF in actual use. In other words, with a total of 1809 commercial channels, at this time there are 382 stations actually on the air, leaving 1427 channels, or roughly 80%, not in use. As is the case with educational channels, many of these commercial channels of course are in small communities where more time will be required to secure the necessary capital and support to build stations. It also should be pointed out that since the lifting of the freeze 76 commercial UHF permits have been surrendered to the Commission.

Another important fact which should not be overlooked is that educational television calls for the cooperative effort of many community groups. Just the task of informing the public and developing a climate of understanding can be a long and arduous one. Once the people are informed, then there is the problem of community organization, of securing funds and justifying budget requests, of working out a coordinated plan of action which involves effective participation of all important institutions of higher learning, public schools, civic and cultural agencies and other community groups. As the Commission so well pointed out, the raising of money alone admittedly is a "difficult and time-consuming process in most instances, but the likelihood of ultimate success and the importance to the public of the objective sought" makes the effort worthwhile.

GENERAL PICTURE GOOD AND PROMISING

If the present picture of educational television is viewed from the

standpoint of the factors and problems just discussed, one cannot help being impressed with the remarkable progress made in a period of only two years and a half. Of the communities with population of more than 200,000 having VHF channels reserved for education, all either have educational stations on the air or under construction or their plans are so far advanced that they will soon have stations under construction. Ten educational stations, including two which do some commercial programs are now in operation. Nine others are under construction and should be in full-fledged operation very shortly. In forty-two additional communities plans for constructing stations have reached an advanced stage, and in thirteen of these station construction appears to be imminent.

These visible dimensions of educational television when viewed in proper perspective are impressive. However, it is even more impressive to contemplate its ultimate dimensions. These are strikingly suggested by the involvement of thousands of individuals and organizations throughout the country in the exploratory, decision-making process with respect to educational television; by the active interest and support of a wide diversity of educational institutions, civic and community welfare agencies, business and professional groups, and many other national, state and local organizations too numerous to mention. The governors of nineteen states have appointed state commissions or committees to secure information and make recommendations regarding the use of educational channels. Twenty-four states have held state-wide conferences, fourteen of which have been called by governors. In all the larger cities where channels have been reserved, there are local committees on educational television at work, many of which are incorporated under state law. Add to all this the fact that millions of dollars have been spent in the last two years by a multitude of groups and agencies to finance studies, to carry on research and experimentation and make plans for stations and we get some idea of the magnificent growth in educational television which lies ahead if the ferment is given time to take its course.

We shall now take a closer and more detailed look at the present dimensions of educational television as well as the prospects for its future growth. First, the overall picture will be viewed at close range. This will be followed by a detailed analysis of activities at local, state, and regional levels.

TWO YEARS OF PROGRESS
IN EDUCATIONAL TELEVISION

FINANCIAL SUPPORT

Educational television has received financial support from a variety of sources during the past two years. It is impossible to give a complete account herein of all money contributed and pledged, but documentary evidence at hand tells a partial story which is impressive.

Legislatures and other governmental agencies have provided around $5,000,000 to finance studies and help build educational television stations. School budgets account for more than $2,000,000. Commercial broadcasters in a large number of communities have contributed cash and made offers of equipment representing a total value of more than $3,500,000. Numerous foundations, large and small, have pledged and contributed more than $10,000,000. Add to this nearly $4,000,000 contributed or pledged by business interests in general excluding the broadcasting industry and we get a total figure of about $25,000,000.

This does not take into account many of the contributions made by religious, charitable, and public welfare organizations as well as individual donations. For example, we do know that as many as 300,000 people in Chicago have already made cash contributions to the Chicago Educational Television Association; that thousands of school children in cities such as Pittsburgh, St. Louis, New Orleans, Cincinnati, and Boston have given their nickles, dimes and quarters; that parent-teacher, Junior League, and various other community-minded groups in every section of the country have contributed generously; and that door-to-door campaigns in some cities have brought in many thousands of dollars.

SUPPORT OF EDUCATIONAL ORGANIZATIONS

It is gratifying that in so short a time the American people have responded so generously with their pocketbooks. Obviously educational television stations cannot be built without money. But what is more important, in terms of long-range development, is the fact that educational television has stimulated the imagination of our people.

This became clearly evident during the course of the television hearings when 71 witnesses speaking for American education in general zealously urged the Commission to reserve channels; when 838 colleges, universities, school systems and public service agencies submitted written endorsements; when mayors, parent-teacher groups, Chambers of Commerce, libraries, art associations, newspapers, civic groups, municipal boards, clergymen, and prominent members of the United States Senate and House of Representatives of both major political parties joined with organized education in the proceeding and justified on the

record the granting of space in the broadcasting spectrum for non-commercial, educational television.

This early enthusiasm has persisted. Since the Commission lifted the television freeze there has been a growing public awareness of the worth of these reserved channels and widespread activity in all parts of the country in the direction of building educational stations.

The First National Conference on Educational Television was held in Washington, D. C. on May 4, 1953, sponsored jointly by the Joint Committee on Educational Television and the National Citizens Committee for Educational Television. More than 200 delegates from all sections of the country including distinguished educators, Senators, Congressmen, members of the FCC and other high Government officials, and governors of several states and leaders in the industrial field were present. As mentioned above, Dr. Arthur S. Adams, discussed the problems which had to be met and pointed to the "dramatic growth of interest and support" for educational television in one year's time and prophesied more remarkable developments to come in the years ahead.

Many important national educational organizations have scheduled one or more sessions at their annual conventions dealing with the subject and a substantial number have active television committees. The following is by no means a complete list, but gives some idea of the widespread concern of educational groups:

American Council on Education
National Education Association of the United States
Association of Land Grant Colleges and Universities
Association for Education by Radio-Television
National Council of Chief State School Officers
National Association of Educational Broadcasters
American Speech Association
Modern Language Association
American Association of Colleges of Pharmacy
American Association of Collegiate Schools of Business
American Association of Junior Colleges
American College Public Relations Association
American Council of Learned Societies
American Association for the Advancement of Science
American Industrial Arts Association (of NEA)
American Library Association
American Osteopathic Association
American Personnel and Guidance Association
Association of Accredited Schools and Departments of Journalism
American Association of University Women
Association of American Medical Colleges
Association for Childhood Education International
Association of University Evening Colleges
Association of Urban Universities
National Association of State Universities

Educational Records Bureau
General Board of Education, the Methodist Church
General Federation of Women's Clubs
Girl Scouts of the U. S. A.
Jesuit Educational Association
Modern Language Association of America
National Catholic Educational Association
National Council of the Churches of Christ in the U.S.A.
National Council of Teachers of English
National Society for the Study of Education
National University Extension Association
North Central Association of Colleges and Secondary Schools
Southern Regional Education Board
Western College Association
National Council for the Social Studies
Boy Scouts of America

SUPPORT OF GOVERNORS AND STATE AGENCIES

As already mentioned, interest in the use of these reserved channels has extended far beyond the strict confines of the educational community. Intelligent and enthusiastic support has come from almost every important segment of our society. As indicated in the INTRODUCTION, thirty-two states have appointed state commissions, committees or study groups to secure information and make recommendations regarding the use of educational channels. These are: Georgia, Florida, Alabama, Tennessee, Texas, North Carolina, South Carolina, Arkansas, Oklahoma, California, Utah, Oregon, Idaho, Montana, Washington, South Dakota, Ohio, Nebraska, Wisconsin, Iowa, Kansas, Indiana, Pennsylvania, New York, New Jersey, Connecticut, Massachusetts, Rhode Island, Delaware, New Hampshire, Vermont, and Virginia. All these states plus Mississippi and West Virginia have held one or more state meetings to secure information and expert opinion on the problems of building stations. Fourteen of these conferences have been called by Governors.

THE HELP OF BUSINESS AND PROFESSIONAL INTERESTS

Mention has already been made of the many organized local groups at work. In these groups there are many leading citizens representing business, industry, labor and the various professions. Attached as Exhibit 2 is a list of the current members of the National Citizens Committee for Educational Television. Names of leading businessmen appearing on this list are:

Eugene R. Black, President,
International Bank for Reconstruction and Development
Washington, D. C.

Julian B. Bondurant,
President, Armored Car Service,
President, Memphis Community Television Foundation

Harry E. Boyd, Editor,
Cedar Rapids Gazette,
Cedar Rapids, Iowa

Irving E. Carlyle
Womble, Carlyle, Martin & Sandridge
Winston-Salem, N. C.
Chairman, N. C. Educational Radio and Television Commission

Dr. Heywood A. Dowling
President, Educational Television, Inc.
Jacksonville, Florida

Honorable Marion B. Folsom
Undersecretary of the Treasury
Washington, D. C.

Allan Hancock
Los Angeles, California

C. Allen Harlan
President, Harlan Electric Co.
President, Detroit Educational Television Foundation

Leland Hazard
Vice-President and General Counsel
Pittsburgh Plate Glass Company
President, Metropolitan Pittsburgh Educational
Television Station

Paul G. Hoffman, Chairman of the Board
The Studebaker Corporation
South Bend, Indiana

William H. Joyce, Jr.
President and Chairman of the Board of Directors
Joyce, Inc.
Pasadena, California

Dr. Ralph Lowell
Trustee of Lowell Institute
President, Boston Safe Deposit & Trust Company

George A. Newbury, Executive Vice President
Manufacturers and Traders Trust Company
Buffalo, New York

Edward L. Ryerson, Chairman of the Board
Inland Steel Company
President, Chicago Educational Television Association

Colonel Irving Salomon
Chairman of the Board
Royal Metal Manufacturing Company
Escondido, California

Telford Taylor
Landis, Taylor & Scoll
New York, New York

George B. Wells
Fox, Wells & Company
New York, New York

P. B. Wishart, President
Minneapolis-Honeywell Regulator Company
Minneapolis, Minnesota

Raymond H. Wittcoff, Chairman
National Citizens Committee for Educational Television
Chairman, Executive Committee
St. Louis Educational Television Commission

James D. Zellerbach, President and Director
Crown Zellerbach Corporation
San Francisco, California

This gives some indication of the broad community support and outstanding leadership which educational television has attracted. Typical of the leadership is that of Edward L. Ryerson in Chicago who is Chairman of the Executive Committee of the Inland Steel Company and is President of the Chicago Educational Television Association which has raised over $900,000 to build an educational station in that city. In the September, 1954 issue of General Electric Review, Dr. W. R. G. Baker, Vice-President of the General Electric Company, expresses an attitude shared by many of the business executives of the country:

"ETV is the use of television as an audio-visual aid to speed learning, aid retention, and provide motivation for further learning. This media can provide inspiration and teaching aids to the teachers, push back the walls of the classroom, and make learning interesting. Further, it offers a means of bringing outstanding teachers of the nation into all classrooms. What would be the effect if once a month during the school year you could bring into each class, for inspirational purposes alone, one of the great contemporaries--an Irving Langmuir into a physics class, a Maurice Evans into an English class?

"But increasing the amount of classical or technical education for students will not be ETV's only contribution. Other areas of education could prove of great benefit to the adult

population. Because it can be received by home television sets, educational television could offer evening courses especially tailored to adult audiences. Classes in public safety, public health, how-to-do-it-yourself programs, and many others would be of value.

"Courses in elementary psychology such as pioneered by Station KUHT in Houston--the country's first non-commercial educational station--can create new understanding. And courses specifically designed to inspire broader and deeper interest in self-education might well produce an upsurge in learning among adults with sweeping and long-lasting effects."

* * *

"Laboratories are pushing back the frontiers of human knowledge. And the pressure always exists to speed new developments and to bring them into completion and use. A civilization that demands such progress will not patiently stand for hesitation and reluctance to make use of the new medium of educational television as an investment in the future."

Mention already has been made of the generous financial help given by commercial broadcasters. It is correct to report that there has been a remarkable degree of cooperation between commercial broadcasters and educators since television channels were reserved for education in April, 1952. In only a few instances have commercial broadcasters opposed outright the building of educational stations. By and large, commercial broadcasters have acknowledged that the educational station has a special role to play in our American system of broadcasting. Likewise the best educational leadership recognizes that the commercial broadcaster is better equipped to do some things. Both see that the strength of one contributes to the strength of the other. In Pittsburgh, St. Louis, Oklahoma City, Tulsa, Seattle, Memphis, Miami, New Orleans, Birmingham, and other cities, commercial broadcasters have offered or contributed substantial amounts of money and/or equipment to help build educational stations. In these and many other communities, the technical staffs of commercial stations have generously given their time to help educators with engineering and programming problems. In some cities such as Memphis and Pittsburgh educators have been given the use of commercial facilities to inform the community and stimulate interest in using educational channels.

HELP FROM THE PRESS

Mention should be made of the vital part that the press has played in the growth of educational television. Newspapers and magazines over the country have been most helpful. Newspapers generally have provided space for the reporting of developments in educational television. With certain exceptions, they have given generous editorial support. Evidence of this is to be found in Exhibit 3 which contains numerous newspaper

stories and editorials taken from leading newspapers over the country.

HELP FROM FOUNDATIONS

In its Sixth Report and Order, the Commission stated that television was "clearly a fertile field for endowment". This has proved to be true. As mentioned in the Introduction to this report, Foundations have already contributed around $10,000,000 for the support of educational television. The Fund for Adult Education has been most generous in providing funds to educational organizations concerned with disseminating information about educational television and providing technical assistance to communities interested in building stations. Through its fund matching program, a considerable number of communities will have educational stations which otherwise might not be able to finance them. The Payne Fund, Alfred P. Sloan Foundation, Kellogg Foundation, The Old Dominion Foundation, Allan Hancock Foundation, Filene Funds, McGregor Foundation and numerous other foundations have contributed either by making direct grants to help build stations or by financing studies in the field of educational television. It is expected that educational television will attract even wider support from foundations as its values become increasingly recognized.

PROGRAM DEVELOPMENT

In the Third Notice, the Commission stated that "in general, the need for non-commercial educational television was based upon the important contributions" which these stations could make "in educating the people both in school--at all levels--and also the adult public. The need for such stations was justified upon the high quality type of programming which would be available on such stations."

As will hereinafter appear, stations already on the air are now providing programs for the schools and a wide variety of programs for the adult public. Special mention should be made of the work of the Educational Television and Radio Center at Ann Arbor, Michigan. This agency is now servicing educational television stations with program packages of outstanding films and kinescopes secured from both domestic and foreign sources. It recently signed a contract with the British Broadcasting Corporation for the joint production of programs.

The Center is now distributing two outstanding program series to educational stations. One is Dr. Frank Baxter's series, "Shakespeare on TV". The other by Dr. Mortimer Adler is entitled, "The Great Ideas". Also the Center recently completed agreements with WHA-TV in Madison and KETC in St. Louis to distribute two outstanding programs designed for children. Among other programs soon to be distributed are the New York Times "Youth Forum"; "The Long Voyage", a series of dramatic readings of Greek tragedy, the Odyssey, the Old Testament, and Shakespeare; and "This is Charles Laughton", a series in which the great actor reads and interprets material from his favorite literary works.

Other educational series to be developed will be one entitled, "Your Growing Child" and another, "Reflections in Art". The product of major distributors of educational films--Encyclopedia Britannica Films, Coronet, Sterling, the National Films Board of Canada and others--will soon become available to the Center and distributed to educational stations throughout the country.

Already the Center is providing five hours of programming per week to educational stations on the air and the quantity will be increased as more stations go on the air and as the need increases.

Attached as Exhibit 4 are a number of press reviews which indicate the type of public response being elicited by programs of educational stations.

ACTIVITIES AT THE LOCAL LEVEL

Information at hand shows that a major portion of the communities where channels are reserved have manifested real interest in using them. In the smaller communities, of course, where population is small and resources limited it will take considerably more time for plans to materialize and for stations to be built. It is believed, however, that with the possibilities of state-wide and/or foundation help there is the potential for construction and operation of stations in a large portion of these smaller places.

We shall now take a look at local communities where noteworthy progress has been made. Communities classified under the following five categories will be considered:

A. Where stations are on the air.
B. Where they are under construction.
C. Where construction will soon begin.
D. Where planning is active.
E. Other communities.

Stations On The Air

Ten communities now have educational television stations in operation. These are:

Houston, Texas	KUHT
Los Angeles, California	KTHE
E. Lansing, Michigan	WKAR-TV
Pittsburgh, Pennsylvania	WQED
Madison, Wisconsin	WHA-TV
San Francisco, California	KQED
Cincinnati, Ohio	WCET
St. Louis, Missouri	KETC
Ames, Iowa	WOI-TV
Columbia, Missouri	KOMU-TV

KUHT, Houston, Texas

KUHT, licensed to the University and public schools of Houston, Texas, was the first educational station to go on the air. It began operation on May 25, 1953. Attached as Exhibit 5 is a sample weekly program schedule. It will be noted that the programs of the Houston station are designed particularly to provide for the educational needs of both adults and children. Recently a number of telecourses have been initiated by the station. Reports indicate that the public response to these courses has been good. A TV Piano class is proving very popular. Many viewers are teachers who find the methods used in group study valuable in teaching music in their own classes. A TV course in elementary psychology has attracted an average audience of 8,000 to 10,000 viewers.

In an experimental study made by the Army Quartermaster Corps, in cooperation with KUHT last December, television teaching was found to be an effective aid to classroom instruction. The American Red Cross conducted a TV series in home nursing to study the effectiveness of TV instruction with that of the classroom. The program proved to be extremely popular and, in general, results confirmed the Army study.

According to a recent survey, KUHT has an audience penetration of 67 per cent, which indicates that over 700,000 viewers see one or more of the educational programs on that station during the week.

KTHE, Los Angeles, California

KTHE in Los Angeles, licensed to the University of Southern California, was the second educational TV station to begin operations. It began regular telecasting on November 29, 1953. A sample weekly program schedule is attached as Exhibit 6.

Recently KTHE was granted special temporary authority to remain silent pending the securing of additional funds to operate the station. Plans are underway to secure a broader base of financial support from the community of Los Angeles.

WKAR-TV, East Lansing, Michigan

WKAR-TV, operated by Michigan State College at East Lansing, officially began telecasting January 15 of this year. This institution did a great deal of experimentation in educational television prior to station operation. For a number of years it produced programs by means of closed circuit facilities, and video recordings were made available to commercial stations. With a long and rich background of practical experience and one of the finest professional staffs in the country, WKAR-TV is

bringing a splendid program service to Central Michigan. The sample program log attached as Exhibit 7 shows six hours of operation daily with a wide range of subject matter including news, arts, literature, agriculture, telecourses for credit, "how-to-do-it" shows, special programs for children, and various informational programs. The basic standard for evaluating WKAR's programs has been stated by its director to be whether it "contributes to the knowledge, experience, and understanding of the viewer".

WQED, Pittsburgh, Pennsylvania

WQED in Pittsburgh began operating April 1 of this year. It is licensed to the Metropolitan Pittsburgh Educational Association, a non-profit corporation representing educational, cultural, and other community interests in the Pittsburgh area. The construction of this station was financed by funds provided by foundations, business concerns, public schools, institutions of higher learning, and contributions from many citizens and community groups. Attached as Exhibit 8 is a recent issue of "Program Previews" which contains a listing of programs for the month of September, 1954 with comments and news items. This publication has proved to be most popular in Pittsburgh and more than 60,000 persons in the area have paid $2.00 for a subscription to this publication which gives some idea of the widespread interest being developed by the programs of this station.

Of special interest is the fact that schools in the city equipped with TV sets are making use of in-school programs. Teachers in the elementary schools find them particularly useful. Noticeable increases in enrollments have resulted in some classes. For example, a series of programs called "Roman Banquet" was directly responsible for a 40% increase in enrollment in Latin classes in two schools and an accelerated interest in art courses is reported as a result of art programs on WQED.

WHA-TV, Madison, Wisconsin

WHA-TV at the University of Wisconsin has now been in operation more than three months. The station was constructed and put in operation with funds derived from the legislature, the University budget, and the Fund for Adult Education. The station operates during evening hours and on Friday afternoons. The evening schedule includes programs for both adults and children including special features for farmers and homemakers, and telecasts in history, literature, science and other educational fields. One program called the "Friendly Giant" designed for the pre-school child has attracted nation-wide attention. As already mentioned, it is being kinescoped by the Educational Television and Radio Center and made available to other educational stations over the country. Experimental programs for use by the public schools are being televised during the Friday afternoon periods. WHA-TV program schedule for August, 1954 is attached as Exhibit 8A.

The Extension Division of the University recently reported that more than 200 persons enrolled in TV courses during the summer, despite the fact

that it was not the season when the public normally begins a systematic and sustained course of study. Many more are expected to take such courses as the station's operations continue. According to a recent survey, about 30% of those who have TV receivers in the Madison area listen and look at WHA-TV's programs regularly. In a three months period it has been demonstrated that a sizeable audience can be attracted to educational programs and that it can be done over a UHF station.

KQED, San Francisco, California

KQED, operated by the Bay Area Television Association of San Francisco, began telecasting on June 10, 1954. This station was the outgrowth of community-wide planning. Its board of directors is composed of eight leading educators and seven other distinguished citizens vitally interested in education. A sizeable Citizens Committee is supporting the operation with financial support coming from public subscription, public schools, institutions of higher learning and the Fund for Adult Education. As evidence of the strong educational support this station has received was a recent meeting of representatives of twenty-two educational institutions in that area to set standards for television courses to be offered over the station. A sample program schedule is attached as Exhibit 9.

WCET, Cincinnati, Ohio

WCET, operated by the Greater Cincinnati Television Educational Foundation, went on the air the latter part of July. It has the support of public and parochial schools, colleges and universities of Cincinnati and a large Citizens Committee. Money and equipment for the station have come from various sources including schools and colleges, private and public donations, and commercial broadcasting stations.

KETC, St. Louis, Missouri

The St. Louis Educational Television Commission began operation of station KETC on September 20, 1954. The St. Louis community and adjoining areas have contributed approximately $800,000 for construction and operational costs. Funds have come from varied sources including institutions of higher learning, public schools, foundations, business interests, and private donations. An excellent professional staff has been selected and it is anticipated that St. Louis will be prepared to provide one of the finest educational television services in the country. As previously indicated, one of KETC's programs entitled, "The Finder" will soon be distributed by the Educational Television and Radio Center. This series features Sonny Fox as "The Finder", who discovers things in the St. Louis area of interest to young children.

WOI-TV, Ames, Iowa

WOI-TV at Iowa State College while not operating on a reserved channel is largely educational and has had remarkable success providing programs for in-school use. Attached as Exhibit 10 is a copy of a survey

on audience reaction of the Iowa TV School time, a classroom program presented over the station. The survey shows that nearly 20,000 Central Iowa pupils watch the program each week. Other educational programs of WOI-TV are attracting regularly adult audiences up to 120,000.

KOMU-TV, Columbia, Missouri

KOMU-TV is licensed to the University of Missouri. It began operation on December 20, 1953. While it operates on a commercial channel, a large part of its programs are educational in character. The aim of the station as stated by its Director is to extend the educational and cultural advantages of the University to the boundaries of the state and to provide laboratory facilities for professional training in television.

Nine Other Stations Under Construction

Nine other communities already have educational television stations under construction which will be in operation soon. These are:

Chapel Hill, North Carolina
Boston, Massachusetts
Columbus, Ohio
Champaign-Urbana, Illinois
Detroit, Michigan
Seattle, Washington
Oklahoma City, Oklahoma
Tulsa, Oklahoma
Munford, Alabama

Chapel Hill, North Carolina

The latter part of October this year, the Consolidated University of North Carolina will begin operation of station WUNC-TV on Channel 4 at Chapel Hill. More than one million dollars were secured from foundations and other private sources to finance the construction and initial operation of the station. It will have complete film processing equipment and the films and kinescopes will be made available to other stations in the state.

Originating studios are to be located at the University in Chapel Hill, at State College in Raleigh, and at the Womens' College in Greensboro. The resources of all three branches of the University therefore will be drawn upon to provide high quality programs for the state.

Gordon Gray, President of the Consolidated University recently stated:

> "For 50 years our extension workers have gone out to every county in North Carolina to bring to their fellow citizens the benefits of the university's educational resources. Television provides us with an extension of education on a tremendous scale.

"It will be possible now for our faculties to reach almost every citizen of North Carolina. Every day, the university, through television, will go into the homes and into the lives of our people.

"This educational service will become a great force in improving the cultural and intellectual life, health, the wealth and the spiritual well-being of 4,060,000 North Carolinians."

Boston, Massachusetts

The application for a station on Channel 2 in Boston was granted on July 15, 1953. Construction is under way and it is expected that the station will be in operation by the end of this year.

More than $700,000 has been received from the following donors to finance construction of the station:

The Fund for Adult Education
The 20th Century Fund
Filene Fund
Lincoln and Therese Filene Foundation
WGBH-TV Educational Foundation

A campaign is under way to secure an additional $400,000. Dr. Nathan M. Pusey, President of Harvard University, gave the kick-off speech for the current fund raising drive to more than 400 educators, industrialists, business men, and civic leaders in Boston. He expressed the hopes of the many people and groups who have worked so faithfully in Boston to activate Channel 2 when he said:

"We are hopeful it is going to provide a kind of program that people will be interested in and will want to see and listen to, and that it will continue the age-old battle of trying to provide fitting materials for human minds that will help them to grow in subtlety and penetration and give their holders both the information and by indirection the moral fibre we all feel participating members of a democratic society need to have."

Columbus, Ohio

Ohio State University received a construction permit to build a station on Channel 34 on April 22, 1953. The station is under construction and is being financed by the University and a grant of $100,000 from the Fund for Adult Education. It is expected that the station will be in operation by late fall or not later than the first of the year.

Champaign-Urbana, Illinois

The University of Illinois filed an application for a construction

permit to build a station on Channel 12 in Champaign-Urbana on May 28, 1953 which was granted on November 4, 1953. University funds plus a grant of $100,000 from the Fund for Adult Education are being used to finance construction. Officials of the University expect to have the station in operation by the first of the year or sooner.

Detroit, Michigan

The Detroit Educational Television Foundation recently received a construction permit to build a station on Channel 56. Plans for the station there have received widespread community support. As is the case in numerous other cities, business interests are playing an important role in these plans. The members of the Board of Trustees of the Foundation are:

Mayor Albert E. Cobo, Honorary Chairman
Mrs. Betty Becker, Member, Detroit Board of Education
Mr. Prentiss M. Brown, Chairman of the Board, The Detroit Edison Company
Mr. John S. Coleman, President, Burroughs Adding Machine Co.
Mr. James Cope, Vice-President, Chrysler Corporation
Mrs. Frank Couzens, President, League of Catholic Women
Mr. John Dancy, Executive Director, Detroit Urban League
Mr. Charles T. Fisher, Jr., President, National Bank of Detroit
Mr. John B. Ford, Jr., Director, Wyandotte Chemicals Corporation and President, Detroit Symphony Orchestra, Inc.
Mr. William Clay Ford, Director, Ford Motor Company
Mr. C. Allen Harlan, President, Harlan Electric Company
Mr. Nate S. Shapero, President, Cunningham's Drug Stores
Mr. James B. Webber, Jr., Vice President and General Manager, The J. L. Hudson Company

Educational and cultural institutions which are members of the Foundation and are helping with plans for the station and will make available resources for its operation are:

Cranbrook Academy of Art
Cranbrook Institute of Science
Detroit Historical Museum
Detroit Institute of Arts
Detroit Institute of Technology
Detroit Public Library
Detroit Public Schools
Detroit Symphony Orchestra
Edison Institute
Marygrove College
Mercy College
Merrill-Palmer School
The Parochial Schools of the Archdiocese of Detroit
The Public Non-Urban Schools of Wayne County
The Public School Systems of the Communities Contiguous to Detroit

University of Detroit
Wayne University

Already the Foundation has received $125,000 from the Ford Motor Company, $150,000 from the Fund for Adult Education, and $50,000 from the McGregor Foundation. Recently 550,000 brochures were distributed throughout the community explaining the need for educational television. It is expected that additional funds will come from the schools, other foundations, business interests, and individual contributions. The facilities of the new station are to be made available to member institutions and other such groups interested in culture and education. Programs will be transmitted from the three studios, located at the Board of Education, Wayne University, and the University of Detroit. Station operation is scheduled for early 1955.

Seattle, Washington

The University of Washington, Seattle University, Seattle Pacific College, Seattle Public Schools, and the Seattle Public Library, as well as other educational and cultural institutions in the Seattle area are cooperating in plans to establish station KTSC-TV. Its construction permit was granted in December, 1953 and according to latest reports, the station will be in operation about the first of December. A Station Director and staff have already been appointed.

Equipment valued at $182,000 has been offered by Mrs. A. Scott Bullitt, President of commercial station KING-TV. A total of $348,000 is expected to be in hand soon to start the educational station. Money is being contributed by groups and individuals in Seattle and matching funds from the Fund for Adult Education. The Seattle Committee on Educational Television has reported that the operational costs will be handled primarily by the University, Seattle Public Schools, and the King County Public Schools, with assistance from Seattle University and other educational institutions in the area.

Oklahoma City and Tulsa

The Oklahoma Educational Television Authority by the end of June, 1955 will have available around a million dollars in private and public funds plus more than a million dollars worth of free equipment donated by commercial stations to build stations in Oklahoma City and Tulsa. Construction of these stations is proceeding with dispatch and operation is scheduled for the early part of 1955.

The public schools in Oklahoma City and Tulsa and numerous public and private institutions of higher learning in the state will be called upon to help program the station. A director of the Authority has already been appointed and plans for selection of staffs to operate the stations are under way.

Munford, Alabama

With more than a million dollars of cash and equipment at its disposal, the Alabama Educational Television Commission is proceeding expeditiously with the construction of a station at Munford with the transmitter to be located on Mount Cheaha, the highest point in the state. Local groups in the state have played a vital role in developing plans for the station and, of course, will do the same in its operation.

Twelve Communities Where Station Construction Appears Imminent

The following communities have made substantial progress in their plans to build stations. In each one a substantial amount of money and/or equipment is available for construction and there is widespread public interest and support. Indications are that these communities will be able to proceed with construction in the near future.

Memphis, Tennessee
Chicago, Illinois
New Orleans, Louisiana
Athens, Georgia
Atlanta, Georgia
Denver, Colorado
Philadelphia, Pennsylvania
Cleveland, Ohio
Miami, Florida
Toledo, Ohio
Nashville, Tennessee
Birmingham, Alabama

Memphis, Tennessee

The Memphis Community Television Foundation filed its application for a station on Channel 10 on February 11, 1954. The Foundation has existing capital of more than $235,000; a pledge of $100,000 from the Fund for Adult Education and in addition has raised nearly $100,000 in a public subscription drive. An excellent professional staff has been selected. A very strong and active Citizens Committee including business and educational leaders is sparkplugging the drive for additional funds. Many individuals and business firms in Memphis have contributed to construction and operational costs.

Chicago, Illinois

The Chicago Educational Television Association filed an application for a station on Channel 11 in Chicago on June 2, 1953 and the construction permit was granted on November 6, 1953. Already the Association has raised close to $1,000,000 from individual gifts and substantial contributions by corporations, business and educational institutions, for construction and operational purposes. A very effective organization has been set up in Chicago assisted by many community committees. As mentioned above,

Edward L. Ryerson, Chairman of the Executive Committee of the Inland Steel Company, is President of the Association and has the active support of many influential business, civic, and educational leaders in Chicago. More than 300,000 persons in the Chicago area have contributed money for the building and operation of the station. Hundreds of others have given their time, talents and energy.

New Orleans, Louisiana

The Greater New Orleans Educational Television Foundation has been most successful in developing public interest and support for the building of a station in New Orleans. Several commercial stations have offered the free use of towers and other equipment. Typical of this kind of support is the offer of the Times Picayune Publishing Company to share its proposed 750 foot TV tower with the educational station. A substantial amount of money has been pledged to the New Orleans Foundation by public and private schools. The Fund for Adult Education has pledged $100,000 as matching funds. Operational costs of the station will be borne mainly by schools and institutions of higher learning and construction costs will come mainly from foundations and local private sources. The American Association of University Women as well as other professional groups in New Orleans have promised financial support.

New Orleans has one of the largest and most effective Citizens Committees for Educational Television of any city in the country. Its membership includes many distinguished citizens in the business and professional world.

A special planning committee of the New Orleans Foundation recently completed a comprehensive survey and plan for educational television in the New Orleans area, copies of which have already been supplied the Commission.

Athens, Georgia

The establishment of a Continuing Study Center at the University of Georgia was approved in May of this year. The Kellogg Foundation made a grant to the state amounting to $2,144,000 which was matched with $300,000 from the University and $1,900,000 from state funds. Plans to build an educational TV station on Channel 8 in Athens as a part of this Center are far advanced and an application will soon be filed for a construction permit. This station will be one of the best equipped television stations in the country with a superb professional staff. An editorial appearing in the May 13, 1954 issue of the Atlanta Constitution commented on the Regents' action approving an educational television station for the University of Georgia as follows:

> "The decision is a sound one. Television is bound to gain in shape as an educational force. The state can look to the action from Athens as another tool contributing to a greater Georgia."

Atlanta, Georgia

On February 18, 1953, the Atlanta Board of Education filed its application for a station on Channel 30. Very careful planning is in progress. The Board has set aside $100,000 for construction costs. Pledges from various foundations will provide an additional $200,000. A community fund raising drive is expected to bring in a substantial amount. Recent reports indicate that ample money will be on hand by December of this year to meet financial requirements of the FCC to begin construction of the station.

Denver, Colorado

During parts of 1951 and 1952 representatives of the Denver Public Schools and numerous other educational organizations in the city held a series of meetings to secure information as to the possibilities of educational television for the Denver area. As a result of these meetings, the Denver Area Council for Educational Television was organized. On May 22, 1953, the Denver Public Schools, supported by the Council, filed its application for a construction permit to build a station on Channel 6 reserved for education in Denver. The application was granted by the FCC on July 1, 1953. As this application shows, very careful financial and program plans have been made. $200,000 were earmarked by the Public Schools for construction of the station. The Fund for Adult Education has offered $100,000 and has agreed to advance additional matching funds when the community raises more money. As a part of the project, it is contemplated that members of the Area Council, including the public schools, shall share in the operating costs of the station.

During the early part of this year a fund raising campaign was carried on and more than $50,000 was raised. Renewed efforts are being made to broaden the base of public support and secure additional funds. As an editorial in the June 11, 1954 issue of the Denver Post points out, "educational television represents a new idea in education. It is rich in possibilities...we think it likely that educational TV will one day be a standard part of the cultural environment here."

Philadelphia, Pennsylvania

An application for an educational station on Channel 35 was filed by the Delaware Valley Educational Television Corporation in Philadelphia. This corporation is made up of distinguished educators, business and professional leaders there. The public schools there have presented many educational television programs over commercial stations and have received numerous awards for excellence in programming. Reports indicate that all needed money is now on hand to build the educational station. Financial support has come from schools, business concerns, foundations and individual donations. The Philadelphia Public Schools have demonstrated outstanding leadership in the use of television in the classroom and have a rich background of experience to provide this kind of instruction on a more complete and regular basis through an educational TV outlet.

Cleveland, Ohio

Cleveland schools have an active educational television committee. Legal and engineering studies relating to station construction have been made and costs have been studied. The Fund for Adult Education has offered $100,000 and a $500,000 fund has been set aside by the Board of Education for construction purposes. The Board has prepared its application but has delayed filing it pending further evaluation of the prospects for UHF in the Cleveland area. There is an abundance of resources for programming an educational television station and the public schools have been presenting educational programs over commercial stations. Western Reserve University has for a number of years offered television courses which have been favorably received by listeners and viewers in that area. The work of the Board of Education with its Educational FM station has been outstanding. Similar achievement in educational television can be expected.

Miami, Florida

An application by the Lindsey-Hopkins Vocational School of Dade County for a station on Channel 2 in Miami was granted on November 12, 1953. Substantial equipment, including transmitter and tower, has been offered the School by commercial station WTVJ to help with construction, as well as a lease of building space for a transmitter. The WTVJ transmitter will not be available to the School until December 1, 1954 after the new facilities of WTVJ have been hurricane-tested. Consequently, the School has not been able to complete construction of its station. The Dade County Citizens Committee on Educational Television was organized early in June of 1953. Dr. H. Franklin Williams, Vice President of the University of Miami, accepted the honorary chairmanship. More recently, the Parent-Teachers group of Dade County and the Miami Junior Chamber of Commerce have pledged their support. Also, the Community Television Foundation of South Florida has been helping by studying the problem of financial and community support. It is expected that the Dade County School Board, working with this larger non-profit educational organization and with Foundation aid will be able to enlist the support of the entire community for the station. Recently, the Board appropriated $17,000 necessary to convert for use on Channel 2 the transmitter offered by WTVJ, and on the same date the Board appropriated an additional $50,000 for initial operation of the station. A closed circuit set-up is already in operation and the Board expects to go on the air shortly after December, 1954 when it will take possession of its transmitter and tower.

Toledo, Ohio

The Greater Toledo Educational Television Foundation recently named a committee to raise $500,000 for an educational television station. Members of this committee include Asa S. Knowles, President, University of Toledo; Ray J. Flory, executive secretary of the AFL Central Labor Union, and Wilfred Hibbert, public city director for Libby-Owens Glass Company. The University has offered the use of its property for the location of the station. The Willys Motor Company, Inc. has offered money and personnel to help with plans for the station. A number of

television conferences and workshops have been held at the University. While problems of UHF have given some concern, it is expected that an application will soon be filed for an educational station on Channel 30.

Nashville, Tennessee

Nashville has held a number of local conferences on educational television. A strong committee is at work and an application for a station on Channel 2 has been filed by the Nashville Educational TV Foundation made up of business, educational, and other community leaders. The public schools, Vanderbilt University, Peabody College for Teachers, A & I College, and the College for Christian Workers are all cooperating. Peabody College conducted an educational television workshop this past summer and is helping train personnel for the educational station when it begins operation. Already considerable money has been raised for construction purposes.

Birmingham, Alabama

An application for a station on Channel 10 in Birmingham is now pending before the FCC. As pointed out above, substantial state funds are available for construction. The public schools in Birmingham have played an active part in plans to build the station. The Storer Broadcasting Company is contributing $200,000 in equipment and the Alabama Educational Television Commission will allocate an appropriate amount of money to complete construction and operate the station.

Communities Where Construction Is Not Immediate Prospect But Planning is Progressing

As the Commission so wisely pointed out in its Sixth Report and Order, "the great mass of educational institutions must move more slowly and overcome hurdles not present for commercial broadcasters." The educational forces in the 32 communities listed below have been working diligently to establish stations but have encountered various problems. While progress has not been as rapid as in some other places, with adequate time and encouragement there is good reason to believe that eventually all these cities and areas will have educational stations. In each place, local committees are at work and considerable money has been spent to make plans for stations.

Little Rock, Arkansas
Sacramento, California
San Diego, California
San Jose, California
San Bernardino, California
Stockton, California
Washington, D. C.
Gainesville, Florida
Jacksonville, Florida
Tallahassee, Florida
Tampa-St. Petersburg, Florida

Carbondale, Illinois
Peoria, Illinois
Des Moines, Iowa
Lawrence, Kansas
Manhattan, Kansas
Kansas City, Kansas
Baltimore, Maryland
Minneapolis-St. Paul, Minnesota
New York City, New York
Charlotte, North Carolina
Akron, Ohio
Greenville, S. Carolina
Vermillion, South Dakota
Dallas, Texas
San Antonio, Texas
Richmond, Virginia
Milwaukee, Wisconsin
Ann Arbor, Michigan

Little Rock, Arkansas

Recently a committee of nine members was named in Little Rock to develop community-wide support for an educational station there. This group was an outgrowth of joint deliberations of the Arkansas Citizens' Advisory Committee for Educational Television, the Governor's Educational Television Committee and the Greater Little Rock Central Trades Council Committee. The Little Rock committee's function is to work out a sound plan for developing broad community support and to report back to the larger group. The Little Rock Adult Education Council has endorsed the efforts to build a station on Channel 2 in Little Rock and is cooperating with the various other sponsoring groups and agencies.

On June 28, 1954, L. O. Baker, President of the Arkansas Educational Television Association, stated that prospects for building a station in Little Rock looked bright. This new association, an outgrowth of the above mentioned committees, has enlisted support of more than 125 Arkansas organizations and recent newspaper accounts from Little Rock indicate that a general campaign is under way to secure funds to build the station.

Sacramento, California

On May 25, 1953, the North Central California Association for Educational Television, Inc. filed an application for a station on Channel 6 reserved in Sacramento. A public campaign was launched the early part of this year to raise $500,000 to finance the construction of the station. On March 4, 1954, Postmaster Kenneth R. Hammaker was elected Chairman of the Board of the Association and several meetings have been held recently. The Association has conducted studies and reports that with facilities already available at Sacramento Grant Technical Junior College an expenditure of $271,000 would make possible the construction of a station. It

estimates the first year's operation to cost $120,781.00. Continuing studies and efforts are being made to secure the necessary money and facilities to construct and operate the station.

San Diego, San Jose, San Bernardino, and Stockton, California

In San Diego, organizations which are most active in the campaign to enlist public support for an educational station are:

San Diego City Schools
San Diego County Schools
San Diego State College
San Diego College of Women
California Western University
Scripps Institute of Oceanography
County Board of Supervisors
County Ministerial Association
Council of Churches
Zoological Society
Museum of Man
National History Association
League of Women Voters
AAUW, San Diego Chapter
Parent-Teacher Association & others

A series of public meetings have been held to inform the community and secure financial aid. A local commercial TV station has been most cooperative and is giving the educators time to experiment with educational programs. Television receivers are placed in the classroom and evaluations are made by pupils and teachers. The programming experience being acquired will be most helpful when an educational station is built and ready for operation.

Committees in San Jose have unanimously agreed to form a non-profit educational organization looking toward the filing of an application for Channel 54 in that city. San Jose State College is planning to develop a closed circuit operation and is willing to make some studio facilities available. Fifty-three different community organizations and educational institutions in Stockton make up the parent organization which established the Delta-Sierra Educational Television Corporation in that city. Numerous meetings to make plans for building a station have been held and have been well attended. There has been good support from educators, the press, the commercial broadcasters and citizens at large. The College of the Pacific is taking an active interest and has offered its facilities to help build and operate the educational station.

Washington, D. C.

The Board of Education in the District of Columbia filed an application for Channel 26 reserved for education in Washington, D. C. The Public Schools of Washington have had considerable experience in planning and

presenting programs over commercial stations in this area and have an abundance of resources to draw upon for operating an educational television station. Following the filing of the application by the Board there developed widespread interest in educational television and various community groups became active and out of this developed the Greater Washington Educational Television Association, Inc. Outstanding leadership in Washington is represented on the Board of Trustees. Most of the colleges, universities, public schools, and cultural institutions of Washington are constituent members of the Association. There is an Advisory Council representing many community groups active in stimulating interest in the building of a station. The names of trustees, corporate members, and Advisory Council are listed as Exhibit 11. An office has been set up by the Association with staff to disseminate information and to arouse public interest and support. The District Board of Education recently withdrew its application for the educational channel and has been invited to join with the Association in plans to build the station.

Careful plans are being laid to launch a public fund drive for $600,000 to build the station. To insure success of this drive information is being widely disseminated and a broad base of community support established.

Gainesville, Jacksonville, Tallahassee, Tampa, and St. Petersburg, Florida

The University of Florida at Gainesville has established a School of Communications and has been producing a series of educational programs over a commercial station in Jacksonville. Twenty different departments of the University participated in this series. Programs are written and prepared on the campus at the University and are taken to Jacksonville and put on the air by student production crews. Recently the University has been experimenting with telecourses. The University filed an application to build a station on Channel 5 at Gainesville, but in January of this year requested that the application be dismissed pending the making of arrangements for financing the station. In dismissing the application, the University pointed out that it expected to re-file as soon as these financial arrangements are made. It is expected that state appropriations will soon materialize and that money will be available to build the station. The institution already has an AM and FM station and expects to mount a television antenna on the existing FM tower.

On December 18, 1953, a community organization known as Educational TV, Inc. in Jacksonville filed an application for Channel 7 there. This organization represents the varied educational institutions, both private and public, and cultural and religious groups in the community. A Citizens Committee on Educational Television has also been active and has recently conducted a house-to-house campaign for funds to finance the construction of the station. The Corporation has been offered about $200,000 worth of television equipment by commercial interests in Jacksonville.

On April 14, 1954, an annual meeting of the Corporation was held and

new Board members were elected. The Board continues to be active and it is hoped that with the money to be raised in the local community and with that which may be forthcoming from the legislature, it will be possible to activate Channel 7 in Jacksonville.

There have been numerous conferences exploring possibilities of educational TV in Tallahassee, Tampa, and St. Petersburg. Committees have been organized in all these communities and each has been represented at state conferences on educational television. In the Tampa-St. Petersburg area a special committee was set up for the purpose of making plans for building a station on Channel 3. Growing out of this committee was the organization of a larger overall committee representing several counties in that area. A non-profit educational corporation has been organized and it is expected that this legal entity, representing the communities at large, will file an application and become the licensee of the station.

Carbondale and Peoria, Illinois

Two area conferences have been held at the Southern Illinois University in Carbondale and plans are underway to establish a closed-circuit operation at the University looking toward the ultimate activation of Channel 61. The following institutions and organizations in Southern Illinois have expressed an interest and willingness to cooperate in plans to build a station:

Southern Illinois Incorporated - In effect, an area chamber of commerce.

The Educational Council of 100, Inc. - An organization of Southern Illinois leaders which is endeavoring to formulate plans to fulfill the educational needs of the Southern Illinois area.

Illinois Education Association
Illinois Association of School Boards
Illinois Agricultural Association
Illinois Congress of Parents and Teachers
Illinois Federation of Women's Clubs

In Peoria, the Education Committee of the Chamber of Commerce has shown an active interest in the use of Channel 37. Illinois State Normal University and the Peoria Public Schools have been working closely with the Chamber of Commerce and the newspapers have generously supported the plans to build a station.

Des Moines and Iowa City, Iowa

The University of Iowa at Iowa City has done outstanding work in the field of educational radio. The institution has an excellent course of

study in educational broadcasting. The Fund for Adult Education has offered the University $100,000 to help build an educational television station. A University Committee is seeking additional funds from other sources to finance construction. The University of Iowa has one of the finest television program production units in the country. Programs produced by its kinescope and film equipment are regularly used by WOI-TV in Ames and various commercial stations in Iowa.

In Des Moines, the public schools have shown active interest in building a TV station there. Their plans are supported by a local Citizens Committee. In April of this year the Iowa Classroom Teachers Association held a TV workshop in Des Moines with more than 200 Iowa classroom teachers in attendance. The problems of building educational stations in Des Moines and Iowa City, and providing statewide educational television service were thoroughly discussed.

Kansas City, Manhattan, and Lawrence, Kansas

Kansas State College and the University of Kansas have been active in efforts to secure legislative appropriations for the building of stations in Manhattan and Lawrence. Both institutions have had long experience in the fields of educational broadcasting; have outstanding training programs and facilities and are working diligently to build public support for educational television.

Kansas City has planning committees at work. Educational and other community organizations including the University of Kansas City are cooperating in efforts to secure financial support for the station.

Baltimore, Maryland

The Baltimore Association for Adult Education has been active for some time in developing interest in educational television. A campaign to raise money has been under way for some time. According to a recent report, 107 organizations have contributed to a "seed fund" and representatives of these organizations met on March 29 of this year to make further plans to enlist public support and raise money to build a station on Channel 24 in Baltimore. Plans are under way to organize a major campaign designed to raise $250,000 for construction costs.

Dr. John H. Fischer, Superintendent of Schools in Baltimore, has shown an active interest in the use of television in education. He stated in March of 1953 that "television does seem to have a definite place in the scheme of modern education. The impact of immediacy, seeing things as they happen, is a powerful force. TV can present personalities, skills, and materials which are not easily obtained for as many people by any other means."

There are vast program resources in Baltimore. The public schools have been presenting excellent programs over commercial stations. The

John Hopkins Science Review, carried by the DuMont Network, is one of the outstanding educational programs in the country and has already completed its sixth anniversary.

Minneapolis and St. Paul, Minnesota

In the Minneapolis-St. Paul area the University of Minnesota has a very active committee and is working closely with the public schools and other educational groups in that area to raise money to finance the construction of a station on Channel 2. A strong citizens committee is supporting the efforts of the educators.

It should be pointed out that the failure of the legislature at its last session to appropriate money for a state network was a disappointment to the many educators who had looked forward to it. However, it is expected that legislative resistance will be overcome. If not, there are good indications that educational institutions, foundations, business interests and other community-minded groups will provide the money to build a station on Channel 2 as has been the case in cities like Chicago and Detroit.

New York City

The Metropolitan Educational Television Association has been organized in New York City as a non-profit educational agency and has been granted a charter by the Board of Regents of the State of New York. The Association has a board of trustees broadly representing the educational and cultural interests of the community. The present list of members is attached as Exhibit 12. A grant of funds is available from the Fund for Adult Education and the Board of Trustees of the Association with the aid of other groups in New York City is moving in the direction of securing additional funds sufficient to construct a station.

Charlotte, North Carolina

An active group of educators and other citizens have been making plans for a station in Charlotte, North Carolina. The Junior League as well as other important groups in the city have held numerous conferences. Commercial broadcasters in the city have been most cooperative. It appears that a station will be built there and eventually connected with the facilities operated by the University of North Carolina. However, in fairness it should be said that the channel assigned to Charlotte is UHF and there are some citizens there who feel that the city should not move too fast in its plans to build a station until the outlook for UHF is clarified.

Akron, Ohio

The Board of Education and the University of Akron, as well as other educational organizations, have had committees at work studying the possibilities of building a station there. Mayor Berg and other city officials have encouraged the University of Akron and the public schools to develop plans to apply for a station on Channel 55.

Greenville, South Carolina

Piedmont Area Educational Television, Inc., a non-profit educational organization representing Greenville and the surrounding area, has held a number of conferences and meetings. The Greenville commercial station WGVL has cooperated by providing engineering and programming services. Furman University and Greenville County Schools have underwritten some of the expenses for administrative and technical help. Twenty-five industrial firms and six educational institutions are cooperating in the Piedmont area to bring about activation of Channel 29 in Greenville. A Greenville Citizens Committee on Educational Television is giving special assistance in plans to raise funds for the construction of the station.

Vermillion, South Dakota

The University of South Dakota is planning to erect a closed circuit television laboratory to train faculty and students. It is also planned to develop at the University a film production unit with the cooperation and support of the Medical School and the State Medical Association. An effort is being made to secure foundation support and present plans call for construction of the first educational station with studios located on the campus of the University.

Dallas and San Antonio, Texas

In April of this year, members of the Dallas Board of Education proposed that the Dallas Independent School District apply for Channel 13 reserved for education in Dallas. A special four-man committee of the Board was appointed to study the matter. Meanwhile, the local committee is working with the State Texas Commission on Educational Television recently created by the Texas Legislature. Three Dallas citizens have been appointed to a ten member steering committee of the Texas Commission. They are Mrs. Leon Price, president of the Texas Congress of Parents and Teachers; R. H. Lawrence, of the Dallas Better Business Bureau; and Charles E. Simons, Vice-President of Mid-Continent Oil and Gas Association. Other Dallas members of the Commission include Bill D. Harville, Don E. Matthews, and Mrs. George Ripley. Franklin E. Spafford, member of the Board of Education, recently stated:

> "My personal feeling is that educational television is a necessary addition to our educational system."

Mr. Spafford, a member of the special television committee of the Board, stated in June of this year that the Committee estimated the station could be built for $250,000 and operated for about $150,000 a year. He pointed out that "this is a fraction of the building and operating costs of one elementary school" and he anticipated help from Dallas commercial stations. The school board committee has indicated it will recommend that the Board ask the voters to approve a separate bond issue to finance the station.

Southern Methodist University has shown a keen interest in the possibilities of an educational station in Dallas and is cooperating with plans to build the station.

On May 29, 1953, the San Antonio Council for Educational Television filed an application for a station on Channel 9 in San Antonio. This council represents the various principal educational, civic and cultural interests of the metropolitan area. The five colleges and universities in San Antonio as well as the San Antonio Independent School District, the Public Library, the Research and Planning Council of San Antonio, and Southwest Research Institute are cooperating with the Council in plans to build a station.

More than $75,000 has already been pledged by two commercial stations in San Antonio to help finance construction of the station. The use of a transmitter valued at $83,000 has been promised by the Storer Broadcasting Company. A group of about fifty public spirited citizens have agreed to act as an advisory committee to the Council to help in a general fund-raising drive, which is underway. Attached as Exhibit 13 is a copy of some promotional material, entitled "20 Questions and Answers About Channel 9", being used by the Council which gives more detailed information regarding plans for educational TV in San Antonio.

Richmond, Virginia

A Mayor's Committee on Educational Television has been active for some time in Richmond. The Medical College of Virginia has offered to make studios available on a full-time basis for educational telecasts. Commercial station WRBA has offered the free use of its tower and related facilities. Plans are under way to secure foundation aid and indications are good that such aid will be forthcoming. A fund-raising campaign in the community at large is being planned. Forty or fifty organizations in the Richmond area have expressed an interest and will be called upon to help finance the construction and operation of the station.

Milwaukee, Wisconsin

An application has been filed for Channel 10 in Milwaukee by the Milwaukee Board of Vocational and Adult Education. A large Citizens' Committee has been active in the city. Plans are in abeyance at present pending the outcome of a state referendum in November when Wisconsin citizens will have an opportunity to vote whether they want tax supported educational television. Should they vote in the negative, Milwaukee educators will seek to raise additional funds from local sources and finance construction of the station on the local level. The Wisconsin State Radio and Television Council, licensee of WHA-TV in Madison and interested in the development of a state educational television network, will make funds available to help with the construction of the Milwaukee station when and if the legislature makes them available. The Council has also filed an application for the Milwaukee channel. Conferences between the representatives of the Milwaukee Board and the State Council have been held looking toward the possibility of a merger of the two organizations in the operation of the station.

Ann Arbor, Michigan

The University of Michigan already has a closed circuit operation which is being used in its television training program. For a number of years the University has been presenting educational programs over commercial stations which have attracted large audiences. A recent University survey indicates that the University of Michigan's Television Hour has a regular audience in the Detroit area of about 500,000, over 24% of the adult population there.

Other Communities

To deal with every single community where a channel has been reserved for education would make this report entirely too lengthy. It is correct to say, however, upon the basis of reports in the JCET files, that a major portion of the 252 communities have manifested an interest in using the channels and have groups at work studying the problems of building stations. There are a few large cities that have unique problems which must be ironed out before educational TV can be achieved. As already pointed out, towns and cities with small populations where economic and programming resources are limited, and particularly those with UHF assignments, will need considerably more time to get stations built and in operation. Both commercial and educational interests are entitled to this consideration in line with the spirit of the Sixth Report and Order.

SOUTHERN REGIONAL AND STATE DEVELOPMENTS

A great deal of activity with respect to educational television has taken place on regional and state levels. While the discussion which follows does not include all details, we believe it gives a fairly accurate picture of progress in the various regions and states.

On December 11-13, 1952, the Southern Regional Educational Television Conference was held in Atlanta, Georgia. About 150 leading educators and other representatives of 14 Southern states participated in the Conference with the primary purpose of giving impetus to the movement for educational television in the South. As a result of that meeting, new enthusiasm was aroused and subsequent meetings to plan for the use of the TV channels have been held in all Southern states.

As an outgrowth of this meeting, the Joint Committee on Educational Television in cooperation with the Southern Regional Education Board set up a special project to provide information and technical assistance to Southern states in their plans for educational television. Also, the Southern Regional Commission on Educational Television consisting of appointed representatives of the governors of 14 Southern states was established and has been actively supporting the efforts of these states and their communities to marshal their resources

to build and operate stations.

On September 16, 17, and 18, 1954, the Southern Regional Education Board conducted a Legislative Work Conference in Houston, Texas. Important members of all the Legislatures of the 14 states which are members of the Board were present and participated in the meeting. One of the important general sessions dealt with the subject of educational television in the South. There was also a work group meeting in which legislative leaders from the various states discussed specific plans for speeding up the development of educational television in that area.

Alabama

Substantial progress has been made in the developments of plans to provide educational television facilities in Alabama. This is an outgrowth of widespread activity on the part of the people. Numerous state meetings have been held including participation by the Governor, members of the Legislature, the University of Alabama, Alabama Polytechnic Institute, and other state educational institutions.

On June 15, 1953, the Legislature passed a law creating the Alabama Educational Television Commission and appropriating $500,000 to be used for the construction of stations. Subsequently, the State Building Commission granted an additional amount of $272,000 for the same purpose. The Fund for Adult Education has made available $100,000 to help defray the costs of studio facilities at the University of Alabama in Tuscaloosa. The Storer Broadcasting Company is contributing $200,000 in equipment toward the construction of the station on Channel 10 in Birmingham. Thus the state of Alabama already has at its disposal more than a million dollars of cash and equipment.

A construction permit for a station on Channel 7 at Munford with the transmitter located on Mount Cheaha, the highest point in the state, has been granted and construction has already started. An application for a station on Channel 10 in Birmingham is pending before the FCC. With the use of microwave relays, it is expected to have in operation in a reasonably short time a state system with programs originating at the University of Alabama in Tuscaloosa, The Alabama Polytechnic Institute at Auburn, and in Birmingham. Recently the FCC reserved Channel 2 for education in Andalusia. This will make possible an additional link in the Southern part of the state and this combined with operations in Mobile and Montgomery will eventually provide complete state-wide educational television service.

Florida

There has been much planning on the state level in Florida. The Governor called an important conference on educational television and recommended to the Legislature that money be appropriated to make a study of the possibilities of educational television there. In response thereto a bill was passed in the last session of the Legislature, appropriating $20,000 for the purpose of conducting studies particularly with

reference to adequacy of channels for state-wide coverage. Since that bill was passed, the Legislative Council and the Legislative Reference Bureau have agreed to recommend to the Legislature that money be appropriated to build a Program Production Center at the University of Florida in Gainesville. It was further decided to recommend to the Legislature that some plan be worked out by which money could be made available to local communities to help operate educational television stations. The plan contemplated also includes the establishment of a state educational agency to suggest minimum standards of operation for educational television stations and that those communities operating stations in accordance with these minimum standards and demonstrating local initiative will be eligible to receive grants in aid from the State to help defray operational expenses. The Educational Television Committee of the Legislative Council is continuing to make studies and at the next session of the Legislature a specific amount will be recommended for the Program Center and for grants in aid for communities where stations are established.

Georgia

In Georgia, at the call of Governor Talmadge, a state-wide meeting was held in Atlanta on January 8, 1953. It was attended by representatives of various Georgia institutions of higher learning and the five cities where there are reservations. A resolution was adopted asking the Board of Regents and the State Board of Education to make a state survey to determine problems and possibilities for building stations.

Other Southern States

As pointed out earlier in this Report, state-wide conferences to make plans to activate educational channels have also been held in Virginia, West Virginia, Tennessee, South Carolina, North Carolina, Mississippi and Arkansas. As an outgrowth of these meetings and other activities, five of these seven states, Tennessee, Texas, North Carolina, South Carolina, and Arkansas, have set up state commissions with membership appointed by the governors. These commissions have been conducting financial, technical and programming studies looking toward the ultimate development of state-wide educational television networks.

Other significant developments worth noting are: Tennessee's Commission received $10,000 from the legislature to make a technical survey and recommended that the state sell bonds to assist local communities in building stations; the Governor of Kentucky has formally requested the FCC to hold the reservations in that state until the possibilities of building stations in Kentucky can be fully explored; the Louisiana legislature has made preliminary appropriations of more than $200,000 to be used for conducting studies and providing basic television facilities which it is hoped will eventually be expanded

into a state system of educational television; the 1953 session of the Maryland legislature passed a joint resolution expressing the desirability of cooperating with a Baltimore Citizens Committee on Educational Television and requesting the President of the Senate and the Speaker of the House to appoint two members from each House to cooperate with the Committee; the Arkansas Commission has drawn up a bill calling for financial assistance to build educational stations which will be presented for action at the next session of the legislature; in the meantime the Arkansas Broadcasters Association and other groups have requested the FCC to give more time to make plans for building stations.

NEW ENGLAND REGIONAL AND STATE DEVELOPMENTS

A regional conference on educational television, including representatives from Maine, New Hampshire, and Vermont was called by Governor Gregg of New Hampshire and held in Concord on March 9, 1953. The possibilities of cooperative action among these three states were discussed. It was voted at the conference that each state should set up an educational television commission and request the Legislature to appropriate funds for studies. Only recently another Tri-State Conference was held under the auspices of the New Hampshire Commission and it was decided to move in the direction of requesting authority to build a high-powered transmitter on Mt. Washington to be made available to educational institutions in New Hampshire, Vermont, and Maine. Inasmuch as resources are limited in that area, it is hoped that a cooperative program may be worked out that will be economically and technically feasible. Technical and programming studies are now being made for the three states involved.

New Hampshire

Educational television has received widespread support in New Hampshire. The Governor, the Commissioner of Education, Dartmouth College, the University of New Hampshire, and outstanding business and professional leaders have been working to the end that the benefits of educational television shall be realized in that state. Governor Gregg appointed a State Commission on Educational Television which has been active during the past year. As mentioned above, Governor Gregg called a Tri-State Conference in Concord more than a year ago to discuss plans for developing educational television in that region. Since that time the New Hampshire Commission has held frequent meetings.

Maine

A bill was introduced in the 1953 Maine Legislature providing for setting up an Educational Television Commission and appropriating $10,000 for studies. A public hearing on the bill was held and the State Commissioner of Education of Maine, representatives of commercial broadcasting, the President of the University of Maine, and representatives of several civic and educational organizations spoke in support of the bill. No objections were voiced. However, the Legislative Committee failed to make a favorable report and no action was taken by the Legislature. There

has been continued interest, however, on the part of educators and, as already pointed out Maine was represented at the recent Tri-State conference.

President Hauck of the University of Maine, Commissioner Herbert G. Espy of the State Department of Education and Carlton D. Brown, President of the Maine Broadcasters Association, have publicly supported the movement to build educational stations in Maine.

Vermont

In 1953 the Vermont Legislature passed a resolution calling for the Governor to appoint a seven-man commission to make plans for educational television in Vermont. The legislature also appropriated $3,500 to finance the studies. This Commission has conducted several hearings and has been assembling information about the problems and possibilities of activating Channel 16 reserved for education in Burlington. The University of Vermont, the Department of Education, Parent-Teacher groups, and business interests including commercial stations are actively supporting plans to build an educational station. The Vermont Commission is also cooperating with Maine and New Hampshire, and has been represented at the two Tri-State conferences.

WESTERN REGIONAL AND STATE DEVELOPMENTS

On February 18, 19 and 20 of this year the Seventh Annual Western Radio and Television Conference was held at San Francisco State College. This conference is a non-profit organization established to plan and offer conferences accessible to the Western states, where all who share an interest in the greater use of radio and television in the public interest can gather for the exchange of ideas.

The Western Interstate Commission for Higher Education including Arizona, Colorado, Idaho, Montana, New Mexico, Oregon, Utah, and Wyoming has been giving active consideration and support to the promotion of educational television in these states. Through the sponsorship of this Commission, state-wide meetings were recently held in Montana, Idaho and Oregon. Plans for similar meetings in other Western states have been under consideration.

Oregon, Idaho and Montana

The Oregon State Board of Higher Education and the University of Oregon have jointly made engineering and programming studies looking toward building stations at Corvallis and Portland. A program for the combined operation of the two stations was presented at the last session of the Oregon Legislature for study by the State Citizens Committee for Educational Television. Total construction costs were estimated to be $894,833. Funds sought included $694,833 from the Oregon Legislature and $200,000 from the Fund for Adult Education. It was proposed to finance operation out of state funds allotted to the

Oregon State System of Higher Education. The Oregon Legislature considered the request but chose to conduct further study until the 1955 session. A number of important meetings and conferences have been held in Oregon to arouse interest and develop plans for building stations.

The Senate of the Idaho Legislature in 1953 approved an educational television bill but it did not get the necessary majority vote in the House. However, educators and others have continued their efforts to find means to finance the construction of stations. J. E. Buchanan, President of the University of Idaho, appointed a committee "to study the possibility of conducting adult education and agricultural extension work by television, special music instruction for smaller schools, and numerous other educational programs."

In May of last year, Montana along with Oregon and Idaho held a state meeting on educational television which attracted representatives of the legislature, educational institutions and other important organizations in the state.

California

A tremendous amount of careful, intelligent state-wide planning for educational television has been done in California. At the invitation of Governor Warren more than 2000 citizens met at the State Capitol on December 15 and 16, 1952, to consider the role of television in providing education for the home, the school, and the community.

As an outgrowth of this state meeting, communities in various parts of the state have set up planning committees. On April 20, 1953, about 80 school administrators in Central California met to discuss educational television and went on record supporting legislative action to provide funds for engineering and legal assistance to local committees and authorizing school districts and county superintendents to spend money to build educational television stations.

The Governor's Citizens Advisory Committee on Educational Television including a sizeable number of outstanding leaders in the business, religious, and educational world has held joint meetings in various parts of the state with local committees to discuss plans for activating educational channels.

Utah

The Utah Educational Television Commission, established by legislative Act, has the authority to apply for and receive permits for the construction of educational television stations. A state conference on educational television was held in Salt Lake City on October 8, 1952. In attendance were top-level administrators of universities, colleges, and public schools, local Board of Education members, and leading PTA officials. Approximately 200 people were present. A bill was introduced in the 1953 Legislature providing for an appropriation of $250,000 to build a station.

It passed both Houses with approximately two-thirds vote but was vetoed by the Governor after the Legislature adjourned.

Despite this veto, there is continuing interest among educators in Utah and it is expected that new attempts will be made to secure legislative appropriations and to secure money from other sources.

Washington and Wyoming

The Washington Educational Television Committee appointed by the Governor is making a state educational TV survey. Frederick G. Hamley, formerly General Solicitor of the National Association of Railroad and Utilities Commissioners and now a member of the State Supreme Court, is the Chairman of the Committee. He has recently announced that he hopes a final report on the TV survey will be ready for distribution in November of this year. This promises to be one of the most comprehensive and best documented state reports on educational TV yet made.

In Wyoming, the Superintendent of Schools in Laramie, the State Superintendent of Public Instruction in Cheyenne, and certain members of the legislature are cooperating with the University of Wyoming in plans to acquire an educational television station. Plans are under way to propose a bill to the 1955 Legislature to provide money for the construction of the station.

The Dakotas

While resources are comparatively limited in the Dakotas, some progress can be reported. Governor Anderson called a South Dakota meeting for educational television last year. More than a hundred people were present including members of the legislature, representatives of the public schools and institutions of higher learning, and civic and public welfare groups. Upon recommendation of the Conference, the Governor appointed a 17-member state study committee which is now exploring building costs and programming possibilities. State and local committees have been active in North Dakota studying the possibilities of educational television. Educational authorities in Bismarck, Minot, and other communities where there are educational TV assignments have evidenced an interest in building stations when and if resources permit.

STATE ACTIVITIES IN THE MIDWEST

State-wide meetings representing cross sections of the states have been held in Ohio, Iowa, Minnesota, Wisconsin, and Indiana. State television study committees have been organized and have been active in seven midwestern states; namely, Ohio, Nebraska, Wisconsin, Iowa, Kansas, and Indiana. Other significant developments in the various states of this area should be noted.

Ohio, Minnesota and Indiana

In Ohio, the legislature has given consideration to proposals to

appropriate money for a state-wide educational television network and has a special committee studying the matter which will report at the next session of the legislature. The proposals for state action have been endorsed by the Southern Ohio Consolidated Board for Television Education representing various institutions of higher learning, public schools and other groups interested in education in that area. The Board stressed particularly the need in small areas where resources are limited.

The Minnesota Legislature adjourned April 22, 1953, without taking final action on a bill which had been introduced to provide for a state-wide educational television network. The Education Committees of both Houses approved the bill and recommended it for passage. The Senate Appropriations Committee had agreed on a modest appropriation, but the House Appropriations Committee failed to report the bill out prior to the adjournment of the legislature. New attempts are likely to be made to secure favorable action from the legislature.

On December 5 and 6, 1952, the Television Council of the Indiana Conference on Higher Education met in Bloomington to discuss and determine the part institutions of higher learning in Indiana would play in the development of plans for educational television. It was agreed at the conference that any state-wide plan should provide for participation on the part of each institution of higher learning and that all levels and types of education should be included.

Shortly before the Conference met, a committee to formulate plans to be presented to the Indiana General Assembly was appointed. Subsequently, this committee met on the campus of the University of Indiana and prepared a request for an appropriation by the State Legislature of funds sufficient to set up a State Commission on Educational Television, widely representative of educational groups in the state. Despite the widespread support of this request, the Legislative Committee failed to take action but efforts are now being revived to renew the request at the next session of the legislature.

Purdue University has created a seven-man television policy committee composed of Deans and other members of the faculty. The institution has already held a state-wide conference on educational television which was attended by representatives of the various communities in Indiana where there are reservations. In April of this year representatives of the Purdue Committee and the State Conference proposed to the Educational Committee of the Legislative Advisory Commission that a state-wide network of nine television stations be set up; and that the 1955 General Assembly create an Indiana Television Authority and appropriate $15,000 for preliminary studies.

Iowa, Kansas, Wisconsin, and Illinois

There has been considerable state-wide planning for educational television in Iowa. In August of 1952 a conference was called by the Superintendent of Public Instruction. The meeting was held in Des Moines

and was attended by representatives of Iowa State College, the University of Iowa, Department of Public Instruction, and the Des Moines Public Schools. As a result of this meeting, definite action was taken by the group to promote state-wide plans for educational television and a state-wide survey was organized and completed. On December 15, 1952, at the call of Governor Beardsley, a second meeting was held with about 200 people participating. The Governor spoke enthusiastically in support of a state-wide plan for Iowa. He said in April, 1953, educational television is "the biggest bargain ever offered to the State."

The 1953 session of the Legislature gave consideration to a bill to establish a state-wide educational television network. This bill was not passed. However, there has been a growing sentiment in Iowa in favor of a network and the Executive Board of the Iowa Educational Association proposes to recommend to the 1955 Legislature that one be established.

The University of Kansas and Kansas State College formed a Joint Committee on television and urged the legislature to appropriate money for the building of stations in Kansas. Considerable money was spent by both institutions for legal and engineering assistance. The bill was introduced in the last session of the 1953 Legislature but was tabled by the Senate Committee. There appeared to be no organized opposition in the legislature to the proposal, and many newspapers in Kansas were highly critical of the legislature's failure to provide money to build stations as requested by Kansas State and the University of Kansas. However, the interest of the University of Kansas and Kansas State College has not diminished and efforts are being renewed to propose new legislation at the 1955 session. The following is an excerpt from an editorial which appeared in the Hutchinson, Kansas News-Herald on April 15, 1954:

> "Chances are good the next Legislature will approve the start of an educational television network for the state schools".
>
> "Educators are agreed that TV can be a great boon for education, bringing the wisdom of our institutions of higher learning to the thousands of Kansans outside the classrooms. Educational TV shows will be beamed to rural and small city schools and extension type programs can be brought by the new medium to the citizenry at large."

A Citizens Committee was recently organized in Kansas City to work toward the establishment of an educational station there. That Committee has joined representatives of the public schools, P.T.A., Chamber of Commerce, and others in studying possibilities for operations in that area. According to an article appearing in the April 4, 1954 issue of the Kansas City Kansan, it is only a matter of time until the public will see that a station is established in

Kansas City. A strong supporter of the project is the University of Kansas City whose President, Dr. Earl McGrath, was instrumental in persuading the FCC to set aside educational TV reservations.

The movement for the development of educational television in Wisconsin is spearheaded by a large Wisconsin Citizens Committee. This is a voluntary organization founded in the spring of 1952 and has now grown to include affiliation by more than 200 organizations and groups. The last session of the legislature appropriated $75,000 to help in the construction of the station at the University.

The citizens of Wisconsin will have an opportunity in November to vote whether they wish the legislature to appropriate money to build a state-wide educational TV network in the state.

The state legislature of Illinois has considered a bill to appropriate money for a state network. There was some opposition in the legislature. Legislation finally passed, however, making it possible for the University of Illinois to continue its plans to build a station. Recently certain commercial interests in Illinois instituted court proceedings to enjoin the University from spending any money to build a station.

STATE DEVELOPMENTS IN THE EAST

Pennsylvania and New York

On November 19-20, 1952, the Joint Committee on Educational Television for Pennsylvania held a state-wide conference to discuss plans for building stations in Pennsylvania. Here Governor Fine appointed a State Commission on Educational Television. Resolutions were adopted at this conference favorable to the immediate development of educational television in Pennsylvania. In March, 1953, Governor Fine allocated $10,000 from the Governor's Contingency Fund to conduct necessary engineering surveys, retain legal counsel, and establish an office for a full-time Executive Secretary for the Governor's Advisory Commission on Educational Television.

At the last session of the legislature some opposition was expressed to appropriating state funds for stations, but a bill was passed permitting local school districts to make agreements and participate in the operation of educational television stations.

Applications for educational television stations in seven New York communities have been granted. The New York Board of Regents which controls most of the educational institutions in New York filed these applications and has had widespread support of state and community educational, cultural, and business groups. So far the legislature has not appropriated money for construction purposes. The legislature did recently pass a law authorizing the establishment of non-profit, non-commercial television stations to be chartered and supervised by the Board of Regents. In signing the bill authorizing the Board of Regents to charter these non-profit

organizations, Governor Dewey stated that television is "a great new medium for education" and that this legislation would provide a framework for cultural progress "without resort to state ownership, operation, control, or subsidy."

New Jersey and Connecticut

In October, 1952, a Commission on Educational Television was appointed by the New Jersey Commissioner of Education. This Commission recommended to the State Legislature that money be appropriated to continue research in programming during 1953-54 and that money be appropriated to construct an educational television station with studios on the campus of Rutgers University. In his budget message to the legislature this year, Governor Meyner said that he had decided not to recommend an appropriation for educational television. However, since that time the Governor has indicated a desire for additional information about educational television and its possibilities in New Jersey. Television experiments have been going on for more than a year with closed-circuit telecasts and the classrooms in New Brunswick, Highland and Plainfield.

Dr. Elmer W. Engstrom, Chairman of the New Jersey Commission on Educational Television and Vice-President of the Radio Corporation of America, recently told the Joint Legislative Appropriations Committee of New Jersey that the state had pioneered in educational television and he urged the legislature to appropriate funds to build stations.

The Department of Education in Connecticut manifested an early interest in using the educational channels reserved in Bridgeport, Hartford, and Norwich. Very careful studies were made by the Audio-Visual section of the Department and applications for the three channels were filed with the FCC on October 20, 1952. These were granted January 29, 1953. Governor Lodge appointed a twelve-member commission to survey the possibilities of activating the channels in Connecticut and a $5,000 appropriation was made to the Commission for its studies. This Commission conducted very extensive hearings and a great deal of public support for educational TV was expressed. After ten months of study, the Commission recommended to Governor Lodge a two-year experimental program calling for the establishment of a telecasting unit to produce educational programs. The Commission recommended that $300,000 be appropriated for the experiment, $105,000 of which would be spent for equipment and the balance for program operations. Programs of an educational and cultural nature will be developed, the extent of program material available from educational sources in the state will be explored and audience reaction will be analyzed and programs evaluated. It is expected that out of the experimental work done information will be accumulated to present to the next session of the General Assembly that will form the basis for a larger appropriation to build stations on the three channels which have been reserved for education in Connecticut.

The Connecticut Council for Educational Television representing various educational, cultural, and civic groups in the state recently met to study and evaluate the report of the Governor's special Commission. Mrs. Ruth Bushnell Rodenback, Chairman of the Council said:

> "We desire to acquaint the people of the state with the tremendous potentialities of educational television and to enlist widespread support for an effective beginning in this field."

A broad base of support for educational television has been established in Connecticut. Many of its leading citizens have endorsed it. The University of Connecticut is prepared to continue its film production and set up TV facilities for training purposes. The University and other institutions of higher learning as well as the public schools will work cooperatively in the development of what is hoped will ultimately become a state-wide educational television network.

As Dr. Finis E. Engleman, State Commissioner of Education, has said, educational television offers "a wonderful opportunity for mass education of both children and adults". He has further pointed out that "adult education is vitally necessary to equip citizens to make the complex decisions necessary in foreign affairs, politics, and many other areas today" and has pointed to television as "the cheapest possible means of communication" for this job.

Such persons as Charles O'Neill, representing the Phi Beta Kappa Association of Connecticut; Mrs. John Luther of the State Parent-Teachers Association; Elizabeth Irvin of the Connecticut Federation of Labor, and many other leading citizens have endorsed plans and efforts of the state to develop educational television. Former U. S. Senator William Benton has stated that educational television offers one of the best opportunities for public education and that "it may prove the best dollar value we have ever had".

Massachusetts, Rhode Island, and Delaware

The Massachusetts Commission on Educational Television has been established and the State Legislature has appropriated substantial amounts of money for the use of the Commission. The purpose of the Commission is to conduct studies relative to the use of television for educational purposes. The Commission is authorized to prepare and file applications for the use of the educational channels reserved for Massachusetts. It is cooperating with local groups in the development of educational television in Boston and other cities in the state.

In Rhode Island, Governor Roberts set up an advisory commission on educational television about two years ago. At the last session of the General Assembly, while receiving considerable legislative support, the request for state funds to build the station was not approved. However, the Governor's Commission is still active and there are good indications

that private funds will be made available for building this station and plans are proceeding in that direction.

The Delaware Study Committee for Educational Television was organized after the lifting of the television freeze and five subcommittees were appointed to study the various proposals involved in building a station in Wilmington. As an outgrowth of the work of this Committee, the Delaware Educational Television Association was organized. The purpose of this corporation is to promote and foster the use of television for non-commercial and public purposes and to conduct studies and experiments and to produce and engage in non-commercial television broadcasting activities. The organization is permanently incorporated under Delaware law and has a Board of Trustees which represents the University of Delaware, the Wilmington Public Schools, parochial and private schools, the State Board of Education, cultural institutions, and trustees representing the community at large. Recently it has launched a campaign to obtain memberships in the Association. Later a state-wide research project is planned to determine just how television can be utilized for educational purposes. After this is accomplished, a large financial drive will be initiated.

STATE DEVELOPMENTS IN THE SOUTHWEST

Oklahoma

Following the adoption of the Sixth Report and Order, several state-wide meetings were held in Oklahoma to discuss plans for building educational television stations. The Committee on Education of the Oklahoma State Legislative Council passed a resolution asking the Oklahoma State Regents for Higher Education to survey needs and problems. Subsequently, the 1953 Legislature enacted House Bill No. 1033, establishing the Oklahoma Educational Television Authority. Governor Murray signed this Bill which became law on May 18, 1953. Under the plan embodied in the Act, no expenditure of tax money is involved but it is provided that the Authority can sell bonds to be paid with moneys in the State Public Building Fund. This special fund was created in 1910 and consists of revenue derived from the sale and rental of public lands owned by the State and royalties from oil leases thereon.

The Act creating the Authority provided that an application might be filed with the Oklahoma State Supreme Court asking for approval of bonds proposed to be sold to finance construction of stations. Having been offered by commercial stations in Oklahoma City and Tulsa the free use of towers and other valuable equipment, the Authority decided to proceed first with plans to build stations in these two cities.

On July 9, 1954, the Supreme Court of Oklahoma handed down a decision which will make available by the end of this biennium a minimum of $730,941.28 in the Public Building Fund to finance the construction of educational stations in Oklahoma City and Tulsa. The decision of the Court not only makes this amount of cash and possibly more available, it

also assures the free use of $750,000 worth of facilities, including a 1500 foot tower, pledged by a commercial station and an anonymous cash donation in Oklahoma City in the amount of approximately $150,000; and makes available the free use of facilities including a 1200 foot tower and related equipment of station KOTV in Tulsa with an approximate worth of $275,000 and a cash gift of $25,000 for initial operation of the educational station. The Authority expects to have both stations in operation early next year.

Texas

In Texas, a state-wide conference on educational television was held at the University in Austin in December, 1952. Participants included representatives of the public schools, institutions of higher learning, Texas education agencies, state government, Texas Federation of Womens Clubs, etc. A State Commission on Educational Television has been established and now includes 57 members. This Commission met recently and passed a resolution urging the FCC to continue reservations to give the educators in Texas more time to make plans to build stations. Studies are under way and long-range plans are being made to marshal state and local resources to activate television channels reserved for education in Texas.

New Mexico and Arizona

In New Mexico, the Albuquerque Public Schools, the University of New Mexico, and the State Department of Education have given much consideration to the possibilities of building a station on Channel 5. In the meantime, they are presenting educational programs over a commercial station in Albuquerque. Several communities in the state with educational channels have sent representatives to meet with the State Superintendent of Public Instruction to secure information about educational television. He has reported that members of the State Department of Education have investigated the work being done by a number of educational television stations and that there is a great deal of interest among educators in New Mexico in the use of television for educational purposes. In his report, which is already on file with the FCC, dated May 25, 1953, he said:

> "The great need for educational television in this State makes its use one of the greatest potential aids in solving the State's educational problems of any media available. Problems of illiteracy; problems posed by cultural differences; problems of isolation; problems of the large number of small one and two-room schools without adequate educational services; make educational television a necessity."

Following the lifting of the freeze, a group of 25 key educators, broadcasters, PTA representatives and others in Arizona met at the State Capitol at the invitation of the President of Arizona State College to make plans for educational television. The group unanimously adopted a resolution pointing out the feasibility of educational television and

the need for immediate action. Subsequently, a state committee was appointed to study the possibilities of building educational stations. In March, 1953, at a conference of the Arizona Association of Audio-Visual Education, educational television was an important topic for discussion. During the same month, the Phoenix High School Curriculum Council met and considered the use of television in the classroom. Preliminary surveys have been made by the State Superintendent of Public Instruction to determine what program and financial resources will be available for educational television in the various educational, professional and cultural organizations of that area.

While population in Arizona is comparatively small and resources limited, there is continuing interest and planning on the part of educators. An excellent indication of this active interest is the work being done by the Arizona public schools and institutions of higher learning in the production of educational programs for local commercial stations. The experience gained by the production of these programs will be most helpful when plans are sufficiently far advanced to establish educational stations in Tucson and Phoenix.

ACTIVITIES IN TERRITORIES

Hawaii

Hawaiian Citizens Committee for Educational Television was set up in March, 1953. A conference was called at the request of Governor King who issued a proclamation calling for television study because he said: "It is incumbent upon the Territory to maintain the highest possible educational standards". The Chairman for the Planning Committee for the Conference was Joseph T. Smith, Chairman of the Department of Speech at the University of Hawaii. 425 persons representing 101 organizations met at the Governor's Conference on May 22 and 23, 1953. The Conference recommended to the Governor that he set up immediately a Territory Council on Policy for Educational Television; that Council members be selected because of their particular concern with education; that the Council membership not exceed 35 persons and include at least one educator and a leading businessman be appointed from each of the educational channel areas; and that the Council's purpose should be to recommend policy for the earliest feasible use of television channels reserved for education in Hawaii.

In February of this year, the Territorial Council on Educational Television was appointed. Under the authority granted by Governor King, the Chairman of the University of Hawaii Board of Regents appointed a council of thirty-two of the Island's leading citizens, representing business, labor, civic and welfare groups, service clubs, and educational institutions. Chairman of the committee is Joseph F. Smith, University of Hawaii. The Council will recommend policy for the earliest possible use of the four television channels reserved for education in the Islands and will organize in each of the Islands with educational reservations study groups on programming and other problems connected with

building educational stations.

Puerto Rico

The Puerto Rican Board of Education filed an application for a station on Channel 6 in San Juan on June 1, 1953. The funds for the station are to be paid out of the regular budget of the Department of Education and the operation of the station will be financed by the Government. The station will be under the Department of Education which is the governmental agency responsible for administration and supervision of all public schools in Puerto Rico.

OTHER SIGNS OF PROGRESS

Educational Programs on Commercial Stations

In many communities where there are educational reservations, commercial stations have been most generous, not only by providing technical facilities to help construct educational stations, but by providing broadcasting time for educational institutions. The experience gained by educational institutions in the preparation and presentation of programs over commercial stations goes hand in hand with plans of these institutions to build stations. Attached as Exhibit 14 is a partial list of institutions and stations which have recently carried educational programs.

Closed Circuit Operations

Numerous educational institutions have set up closed circuit operations which are being used for training purposes and for making kinescope recordings for future educational TV programming. These are viewed as an important step in the direction of building stations inasmuch as they include all equipment necessary for the production of television programs and involve the expenditure of substantial sums of money and the employment of sizeable staffs. Attached as Exhibit 15 is a list of the institutions with closed circuit operations. It will be noted that most of them are located in places where there are educational TV assignments.

Research and Experimentation

Perhaps a less dramatic aspect of developments in the last two years, but nonetheless important, is the quiet but effective research that has been done. Educational television is something new. Educators have learned much from commercial broadcasters and will continue to exchange ideas and experience with them but the basic objectives of non-commercial educational television in numerous respects differ from those of commercial television. The educators have the responsibility therefore of setting their own standards of operation and charting their own course in this new field. The basic standard by which educational television should be judged is how much learning is accomplished.

Before the real educational impact of television is known there must

necessarily be a great deal of research. Much of this will be of a continuing nature and will doubtless become an important phase of the research activities in many institutions. Most of the research done to date is based on programs broadcast over commercial television stations, and educators are well aware that new studies must be undertaken in connection with the educational stations and with closed circuit operations where more factors can be controlled.

To date research in television falls broadly into four general areas: 1) studies of the general social effects of television, 2) content analysis, 3) studies of the educational effects of television, and 4) technical studies.

Notable among the studies of the general social effects of television are those undertaken by Professor Paul Witty at Northwestern University, who has conducted five annual studies of television viewing habits of elementary school and high school students in Chicago and Evanston schools and their teachers. The National Council of the Churches of Christ in the U.S.A. and the Yale Divinity School jointly sponsored a study of family TV habits and attitudes.

The National Association of Educational Broadcasters has published the results of seven monitoring studies which analyze in some detail the commercial television fare of all commercial channels in a single metropolitan area for one week. There have been other studies of certain types of programs, particularly children's programs, which attempt to summarize the themes of children's programs.

The third type of study is the one which will attract the greatest attention from educators, and some research into the educational effects of television has already been made available. Early and important experimentation in this area was carried on at the Navy Special Devices Center. An extensive experimentation in teaching of Army basic training courses by television has been going on at Camp Gordon. As previously mentioned, in cooperation with the University of Houston's station KUHT the Quartermaster Training Command has explored the effectiveness of instruction by television as compared to regular classroom instruction. With the cooperation of the same station the American National Red Cross televised a series of 14 lessons in home nursing. Tests as to the effectiveness of these were devised and carried out by the Educational Testing Service, and complete data is still being analyzed.

Attached as Exhibit 16 is a list of reports, pamphlets, and surveys which largely consists of references to research and experimentation relating to educational TV. Some of these which deserve special mention here are:

A. Adult Education Television Experiment, 1953. This was conducted by the San Diego Public Schools and the report deals with community reaction to educational courses on television.

B. Television and the Elementary School Child, May 9, 1950. This report is based on reactions from children, teachers and parents in Washington, D. C. to educational TV programs presented by the schools.

C. An Evaluation of Iowa TV School Time, December, 1952. A questionnaire, submitted by WOI-TV to schools, tested responses of teachers to TV programs in history, science, art, etc.

D. Report on Classroom Television, 1954. Report of research activity in educational television, February 1 - July 1, 1954; Montclair State Teachers College.

Part I - The report and teacher, pupil and committee evaluations.
Part II- Report on the separate studies:

1. To what extent is the television camera able to capture the qualities of the outstanding teacher?

2. Will teachers who are selected solely because of their superior performance in the classroom teach successfully in the studio, or does television require special talent?

3. How can the intercommunication aspects of learning and teaching be preserved when television is used extensively in the classroom?

E. Survey and Analysis of "Know Your Schools" Television Series, September 1 - December 19, 1952; Houston Public Schools. Report on series of television programs designed to acquaint the public with their schools, demonstrate methods of teaching, extend education in the community, provide pupil participation, make the public more familiar with educational and cultural agencies, prepare the people for educational television and notate the different types of programs.

F. Television in Our Schools, Bulletin 1952, No. 16, Rev. 1953; U. S. Office of Education. A survey of TV's role in education giving the current uses and possibilities for use of TV by our schools and colleges.

G. Television in Education, report of Educational Television Programs Institute, Penn State College, April, 1952; American Council on Education.

The National Association of Educational Broadcasters has conducted considerable significant research in this field during the past three years. Reports on some of these are to be found in the following monitoring studies:

A. Los Angeles Television, May 23-29, 1951, Monitoring Study No. 2 covering a week of television programming in Los Angeles.

B. Chicago Summer Television, July 30-August 5, 1951, Monitor-Study No. 3 by the National Opinion Research Center and University of Chicago.

C. New Haven Television, May 15-21, 1952, Monitoring Study No. 5.

D. Three Years of New York Television, 1951-53, January 4-10, Monitoring Study No. 6.

E. Lincoln Lodge Seminar on Educational Television, June, 1953.

F. Purdue Opinion Panel: Four Years of New York Television, 1951-54, Monitoring Study No. 7.

A number of doctoral dissertations in this area have been written within the last few years, among them the following:

"The Use of the Diary and Survey Method Involving Questionnaire-Interview Technique to Determine the Impact of Television on School Children in Regard to Viewing Habits and Formal and Informal Education."

"TV Ventures at South Shore High School."

"An Analysis and Appraisal of the Two-Year Project of the Metropolitan School Study Council to Raise Public Understanding of Education through a Series of Television Programs."

"College and University Activities in Television."

"Television and Social Norms."

"The Organization and Administration of Television Programming for School Systems and Institutions of Higher Learning."

"Some Problems in Writing, Production, and Evaluation of Television for In-Class Viewing."

THE PROBLEMS IN UHF

Around two-thirds of the educational assignments are UHF. There is genuine concern in some communities as to the outlook for UHF and this, of course, has militated against progress in these places. However, it should be pointed out that of the eight educational stations on the air, four are UHF; of the twenty-two communities with

stations under construction or about ready to begin construction, seven are UHF; and of twenty-eight others where plans are advanced and active, twelve are UHF. While we are fully aware of the real problems confronting UHF we can see hopeful signs insofar as education is concerned. The increased production of all channel television receivers will help some. To be sure, television is much more costly than FM; nevertheless, we do draw some comfort from the fact that there has been a slow but steady growth in the number of educational FM stations despite the fact that FM has suffered from some of the same problems now facing UHF. In fact, in 1945 there were only a handful of educational FM stations. Today there are more than 130 on the air. With the same constructive attitude toward educational television that the Commission has shown educational FM and with reductions in TV construction costs, as may well be expected, there is good reason to believe that UHF as well as VHF holds much promise for educational television.

SUMMARY AND CONCLUSIONS

Approximately 12 million people live in the metropolitan localities where educational television stations are now operating. These people plus many others residing beyond the metropolitan limits of these localities are within the primary service areas of these stations.

Within the combined primary service areas of the nine other stations under construction, it is conservatively estimated that there live more than ten million people. Add the population in the areas to be served by the thirteen stations where construction will soon begin and we get a total of between 35 and 40 million people.

It is not unreasonable to predict, therefore, that by early 1955 we will have seventeen educational stations on the air with their programs regularly available to about 25 million people; and by the end of 1955, about thirty such stations will be beaming signals to areas with a population of around 40 million residing in eighteen states. We believe this will be no small achievement in a period of only three or possibly four years from the time of the adoption of the Sixth Report and Order.

But the part of the iceberg below the water must not be overlooked. In evaluating progress in terms of long-range development it is important to keep in mind the increasing widespread public consciousness of the values of educational television as manifested by the many activities of national, regional, state and local groups; the work of governors, legislatures, and other governmental agencies; the practical and generous help of commercial interests, foundations, newspapers, and other community-minded organizations throughout the country, too numerous to mention; and the interest and virtually solid support of the educational establishment of the nation.

There was a day when educators wondered whether the FCC could be

persuaded to set aside channels for education. This was done. There was the question whether the public would support the establishment of educational stations. This is being accomplished. There was the question whether funds could be found. This question is being answered affirmatively. The problems of developing programs are being met by many local and state educational and cultural agencies aided by the Educational Radio and Television Center.

Probably no other man in the history of the country did more to establish the concept that broadcasting should serve the public interest than Herbert Hoover. In the early days of radio he said:

> "The ether is a public medium, and its use must be for public benefit...the dominant element for consideration ...is, and always will be, the great body of the listening public, millions in number, country-wide in distribution."

There are still many hurdles to overcome before "country-wide distribution" of educational television can be attained. But we definitely are on the march. With continuing faith, leadership and support as have been exhibited in almost every area of American life during the past two years, educational television will ultimately become a reality to be enjoyed by all the people.

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* Relevant areas without reserved channels.

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